

ACTIVITY GUIDE
FOR
JUNIOR RANGER
CANDIDATES



GETTYSBURG NATIONAL MILITARY PARK



The Junior Ranger Program at Gettysburg National Military Park invites you to explore:

The Museum and Visitor Center

The Soldiers' National Cemetery

The David Wills House

The Historic Gettysburg Railroad Station

**And other sites on the battlefield
and in the town of Gettysburg.**

Acknowledgements



Our mission is to preserve and protect the resources associated with the Battle of Gettysburg and the Soldiers' National Cemetery, and provide understanding of the events that occurred here, within the context of American history.

www.nps.gov/gett



The Gettysburg Foundation is a private, nonprofit educational organization working in partnership with the National Park Service to enhance preservation and understanding of the heritage and lasting significance of Gettysburg.

www.gettysburgfoundation.org

This booklet was made possible through the generous contributions of time and talent from park volunteer, Barbara Ebaugh.

WHAT'S A JUNIOR RANGER?



JUNIOR RANGERS ARE IMPORTANT YOUNG PEOPLE WHO HELP PARK RANGERS WITH THEIR JOBS. NATIONAL PARK RANGERS TAKE CARE OF GETTYSBURG NATIONAL MILITARY PARK, AS WELL AS THE PEOPLE WHO VISIT THE PARK. A JUNIOR RANGER HAS TO LEARN ABOUT THE BATTLE OF GETTYSBURG AND THE CIVIL WAR, AS WELL AS SET A GOOD EXAMPLE FOR OTHER VISITORS.

AS A JUNIOR RANGER, I WILL PROMISE TO:

EXPLORE AND ENJOY GETTYSBURG AND OTHER NATIONAL PARKS.

SAFELY COLLECT LITTER WHILE I AM EXPLORING.

CONTINUE LEARNING ABOUT OUR COUNTRY'S
NATURAL AND CULTURAL HISTORY.

RESPECT NATURAL AND HISTORIC TREASURES BY
NOT TOUCHING OR DISTURBING THEM.

GET INVOLVED IN JUNIOR RANGER PROGRAMS IN OTHER PARKS
AND ON THE INTERNET (WWW.NPS.GOV/WEBRANGERS).

JUNIOR RANGER CANDIDATE'S
OR GROUP LEADER'S SIGNATURE

DATE

INSTRUCTIONS FOR FAMILIES

To become a Junior Ranger and earn your patch and certificate, complete these steps:

- 1. To become a **Foot Soldier** (recommended for children ages 6-8), earn **4** activity points in this book.

To become a **Gunner** (recommended for children ages 9-11), earn **6** activity points in this book.

To become a **Horse Soldier** (recommended for children ages 12-13), earn **8** activity points.
- 2. **Sign** the Junior Ranger Pledge, and **print your name** on the certificate in the back of this book.
- 3. Then bring the book to the **Ranger Information Desk** at the National Park Service Visitor Center.

Note to Parents: This Junior Ranger Activity Guide is recommended for children ages 6 to 13, and the average completion time is between 2 and 4 hours. Designed to engage and educate your children, they will need your guidance. Recommended ages are to be used as a guideline only; if a 6-year-old is able to earn enough points to become a Horse Soldier, they should try it. As a family activity, you can share one booklet and each child will receive a patch.

INSTRUCTIONS FOR GROUPS (of 30 or less)

To become a **Junior Ranger Brigade** and earn a Brigade Certificate for your group meeting location or headquarters, you must work together to earn a total of **12** activity points in this book. Complete these steps:

- 1. **Divide your large group** into smaller groups (depending on number of chaperones). These smaller groups will be “regiments” in your “brigade”. Obtain one Junior Ranger Activity Guide for each regiment.
- 2. Then use the Junior Ranger Activity Planner on the right to **decide on the activities for each small group**. For example, if your brigade (large group) is divided into 3 regiments, then each regiment (smaller group) must complete activities to earn 4 points. Remember that you need a combined total of 12 points.
- 3. Set a **meeting time** and place (group lobby perhaps) to combine all answers into one booklet. This master booklet will be your Brigade Report.
- 4. Make sure your **group leader signs** the Junior Ranger Pledge (after everyone has taken the pledge) and prints the group name on the certificate in the back of this book.
- 5. Then bring the completed Brigade Report to the **Ranger Information Desk** at the National Park Service Visitor Center to receive your Brigade Certificate.

JUNIOR RANGER ACTIVITY PLANNER

Plan your activities and tally your points on this sheet.

Remember you’ll need 4 activity points to become a Foot Soldier, 6 activity points to become a Gunner, and 8 activity points to become a Horse Soldier. Groups must earn a total 12 activity points to earn a Brigade Certificate.

ACTIVITY	POINT VALUE	TIME ESTIMATE	POINT TALLY
“A New Birth of Freedom” (fee)	1	30 minutes	_____
Cyclorama Experience (fee)	2	30 minutes	_____
Word Search & Label	1	30 minutes	_____
Museum Object Discovery (fee)	3	60 minutes	_____
Pickett’s Charge Matching	1	15 minutes	_____
Create Your Own Auto Tour	4	90 minutes	_____
Ranger Program	2	30-60 minutes	_____
Decode a Monument	2	45 minutes	_____
Lincoln’s Path Activities	7 (for all three)	150 minutes	_____
• Historic Gettysburg Railroad Station	1	30 minutes	_____
• The David Wills House (fee)	2	60 minutes	_____
• National Cemetery	3	60 minutes	_____
Battlefield BINGO	1	60 minutes	_____
TOTAL POINTS			_____

★ VISITOR CENTER FILM: "A NEW BIRTH OF FREEDOM"

Completion Time: 30 minutes, Point Value: 1, Fee

John and Mary wrote a report about the Civil War after watching the feature film at the Visitor Center. Some of their sentences are correct but some have mistakes. Put a star beside the sentences that are correct. Correct the mistakes by writing in the correct words.

HINT: There are 5 sentences with mistakes.

"A New Birth of Freedom" by John and Mary

- ___ 1. The **economy** of the North was based on farming and depended on the use of slaves while the **economy** of the South was based on shipping, banking, and manufacturing.
- ___ 2. **President Lincoln** was against the spread of slavery so some of the Southern states were threatening to leave the Union if he won.
- ___ 3. By 1863, Confederate **General Lee** had won many major battles in the South and thought he could begin to win the war if he won a victory in the North.
- ___ 4. The battle occurred near **Gettysburg** because major roads came together there, and it had ridges and hills to provide strong defensive positions.
- ___ 5. The Battle of Gettysburg began on July 1, 1863 and **lasted** 5 days.
- ___ 6. At the end of the **first day** of fighting, the Union line had been pushed south of Gettysburg to Cemetery Ridge and was taking the shape of a large fishhook.
- ___ 7. At the end of the **second day**, the Confederates had gained more ground including crucial high ground.
- ___ 8. On the **third day**, the charge of the Union across the fields toward the Confederate center was called Pickett's Charge.
- ___ 9. The **Civil War** was over after the Battle of Gettysburg.
- ___ 10. A **Union victory** to the Civil War kept the country united, ended slavery, and ultimately brought changes to the Constitution of the United States.



★ CYCLORAMA PAINTING PROGRAM – *LISTEN, LOOK AND LEARN*

Completion Time: 30 minutes, Point Value: 2, Fee

See the cyclorama painting and program, and answer the following questions. HINT: Read these questions before the show. Foot Soldiers need only answer five of the questions.

LISTENING to the soundtrack:

What day of the battle (first, second or third) does the painting depict?

What time did the Confederates open fire from Seminary Ridge?

How long did the cannonade last?

What made it hard to see the targets on either side?

Twelve thousand Confederate soldiers charged across the field. Write or draw the structure that slowed them halfway across, and allowed Union soldiers to shoot them down?

The Confederates only got to a certain point before retreating. What is this point called?

After the show, follow the stairs down to the Mezzanine Gallery to answer these questions.

LOOKING at the painting:

Find General Armistead (on horseback, and designated as #14 on the Mezzanine Gallery key), and imagine the scene *just before* he is hit.

What do you see to your right?

to your left?

behind you?

in front of you?

List three things that you might have *heard* from this position on July 3, 1863.



Look at all the things around you that have an odor. What do you think you would smell?

Pick any one of the soldiers in the painting. What do you think he is feeling?

LEARNING on the Mezzanine:

Did the artist paint this scene during the battle?

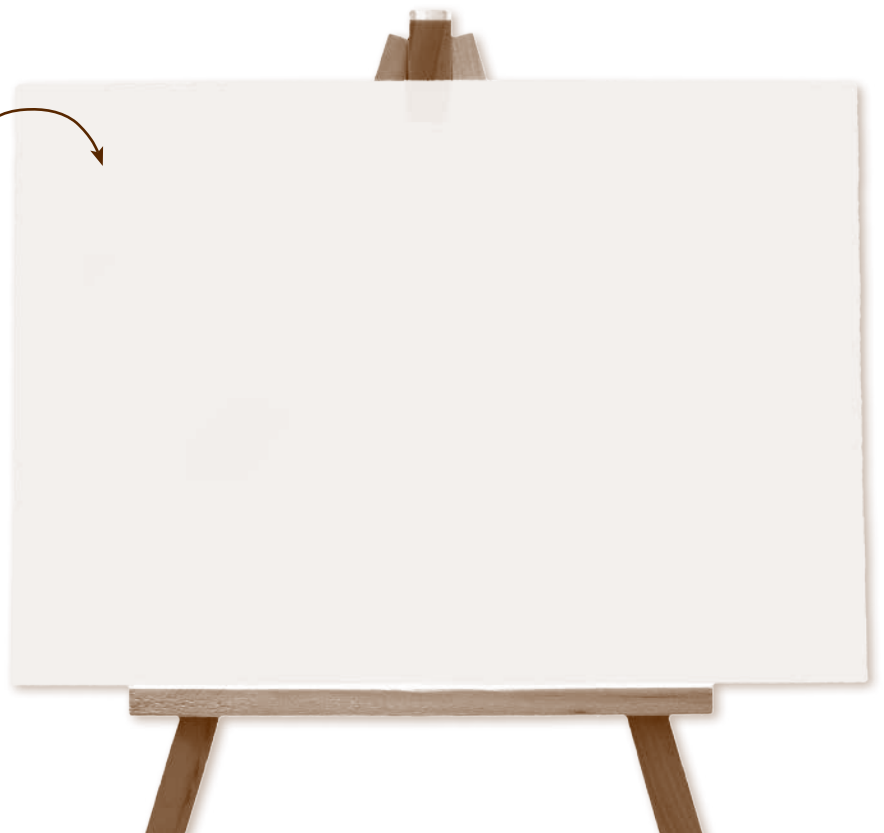
List 2 things you see soldiers doing other than fighting?

Cycloramas were very popular in the 1800s. What things were not yet invented that would have made them so popular? HINT: Think of some of the entertaining things in your house.

How big is the cyclorama painting?

What did you like best about the Cyclorama painting?

**Sign this activity here
like the artist signed
the Cyclorama
painting. Now, you
be the artist! Draw
your self portrait.**



★ WORD SEARCH & LABEL – CIVIL WAR SOLDIER

Completion Time: 30 minutes, Point Value: 1

Foot Soldiers need only answer questions on the next page for 1 point (15 minutes). You can use the museum galleries or ask a ranger to help you complete the labeling. Check out the "Day in the Life" computer interactive in the "Campaign to Pennsylvania" Gallery for additional help.

WORD SEARCH

R	V	B	H	L	B	M	O	S	M	Z	U	T	A	W	X	R
E	A	R	C	A	N	T	E	E	N	U	H	I	P	E	K	E
U	V	O	T	S	V	C	J	S	I	G	T	C	Y	C	C	I
Y	S	G	O	H	S	A	H	K	O	F	S	T	R	A	A	D
T	E	A	Z	R	W	R	J	I	G	C	P	E	E	V	S	L
S	R	N	Q	A	L	T	E	K	E	R	K	K	L	A	R	O
X	T	S	G	M	O	R	Y	D	D	O	Q	S	L	L	E	S
O	O	E	L	U	Q	I	C	Z	N	E	L	F	I	R	V	R
B	A	N	L	M	B	D	B	F	L	E	E	M	T	Y	A	A
P	K	C	N	L	H	G	G	C	B	N	P	I	R	R	H	W
A	W	B	I	P	U	E	I	D	K	M	F	S	A	T	V	L
C	H	J	T	L	E	B	A	Y	O	N	E	T	U	X	S	I
G	G	E	Z	H	A	O	J	Q	O	L	N	P	A	S	B	V
X	D	R	U	M	D	X	I	N	F	A	N	T	R	Y	U	I
F	B	L	A	N	K	E	T	E	C	U	P	D	Z	W	Y	C



WORD BANK

- | | |
|---|--|
| <input type="checkbox"/> artillery | <input type="checkbox"/> civil war soldier |
| <input type="checkbox"/> <u>bayonet</u> | <input type="checkbox"/> cup |
| <input type="checkbox"/> <u>belt</u> | <input type="checkbox"/> drum |
| <input type="checkbox"/> <u>blanket</u> | <input type="checkbox"/> <u>haversack</u> |
| <input type="checkbox"/> <u>brogans</u> | <input type="checkbox"/> infantry |
| <input type="checkbox"/> bullets | <input type="checkbox"/> <u>kepi</u> |
| <input type="checkbox"/> <u>canteen</u> | <input type="checkbox"/> <u>rifle</u> |
| <input type="checkbox"/> cap box | <input type="checkbox"/> socks |
| <input type="checkbox"/> cavalry | <input type="checkbox"/> suspenders |
| <input type="checkbox"/> cartridge box | |



How do you think this Civil War soldier felt in the summer heat? Use 3 describing words.

Was it hard or easy to march carrying these things? On a scale of 1 – 10, how hard to you think it was?

Using the underlined words in the Word Bank, label the uniform and equipment on the soldier's photograph above.

★ THE GETTYSBURG MUSEUM OF THE AMERICAN CIVIL WAR – BATTLEFIELD OBJECT DISCOVERY

Completion Time: 60 minutes, Point Value: 3 (fee)

Foot Soldiers need to find 8 of the objects on the following pages and answer corresponding questions for 2 points (45 minutes).

Using the highlighted museum map below to guide you, place an X next to the objects as you find them, and answer the corresponding questions.



After the battle, tons of debris littered the fields. Rediscover some of the objects left behind after the Battle of Gettysburg.

DAY 1 – JULY 1, 1863

View the media presentation all about the first day of battle, and then explore its key moments further through object connections, identified below.

The First Shot, 7:30 a.m.

- ☐ Find the **Sharps Carbine** and compare it to the **“Mississippi Rifle”**. These are the types of weapons, used against each other, that started the battle. What was a strength of each weapon?

On McPherson’s Ridge, 10 a.m. to 2 p.m.

- ☐ Find the **watch and button** from Confederate dead in the unfinished railroad cut. Was that railroad cut a good or bad position for the Confederate soldiers? Explain your answer.

Collapse, 3 p.m.

- ☐ Find the **cartridge box** that belonged to Private Albert Odell. Write down the name of his regiment, and explain how we know that this was *his* cartridge box.

Evening of A Desperate Day

- ☐ Locate the remnants of the 1863 First Corp Flag for the Army of the Potomac that marked the location of General John F. Reynolds. What important decision did he make upon his arrival in Gettysburg, and what happened to him later that day?

DAY 2 – JULY 2, 1863

View the media presentation all about the second day of battle, and then explore its key moments further through object connections, identified below.

Lee’s Dilemma, 10 a.m.

- ☐ Notice the **Gettysburg field glasses**. Imagine what General Lee might have seen through a pair of these when he arrived on the field. Describe what Lee and Samuel R. Johnston discovered about the enemy that morning.

Sickles’ Decision, 2 p.m.

- ☐ See **George Kistler’s cane**. *Where* did he first use the cane, and *what* was it made from?
-

Little Round Top, 6 p.m.

- ☐ Locate General **Warren's telescope**. To which part of the battlefield will his name be forever linked?

9th Massachusetts' Sacrifice, 6:30 p.m.

- ☐ Glimpse Medal of Honor recipient **Charles Reed's battlefield sketches**. Besides drawing, what two other skills or traits can you discover about him within this case?

On Cemetery Ridge, 7:30 p.m.

- ☐ Find **Sgt. James Irwin's "effects"**. Effects were the items found on a soldier's body before he was buried or carried off of the battlefield; they were usually sent home to the family. What items were found on Irwin's body?

On Two Hills, 7:30 p.m.

- ☐ Note the **bullet-ridden tree branch** from the battle for Culp's Hill. What is the weight of the artillery shell that also fell there?

At Meade's Headquarters, Midnight

- ☐ Discover the **furniture of the Widow Leister**. In your opinion, which item would Meade have found most useful as the commander of an army in the midst of battle? Explain.

DAY 3 – JULY 3, 1863

View the media presentation all about the third day of battle, and then explore its key moments further through object connections, identified below.

The Best Laid Plans, morning

- ☐ Locate the **fused bullets**. These bullets met in midair above which hill?

Pickett's Charge, 3:30 p.m.

- ☐ Find the **photograph of Private John Cassidy**, 69th Pennsylvania Infantry. Besides Cassidy himself, what else of his was hit by a bullet that day?

Is the battle over? Late afternoon

- ☐ Read **Jacob Bechtel's letter** from Gettysburg on July 6. Which battle does he compare with Gettysburg?



Pickett's Charge on July 3, 1863 was the climax of the Battle of Gettysburg. Can you match these phrases and words to better understand Pickett's Charge?

- ___ Bread Rations
- ___ Union soldiers, Federals
- ___ Shape of the Union Line on July 3rd
- ___ Farthest point reached by Confederate soldiers
- ___ Golf ball-sized pieces of iron fired from cannon
- ___ Location of the Rebel Line on July 3rd
- ___ Confederate soldiers, Johnnies
- ___ A low spot of land
- ___ The Colors
- ___ Union Army Commander
- ___ The end of a line of soldiers
- ___ Location of the Union line on July 3rd
- ___ Confederate Army Commander
- ___ A fighting unit of soldiers
- ___ Portion of the stone wall captured by Pickett's men
- ___ Iron cannonball

★ PICKETT'S CHARGE – MATCHING ACTIVITY

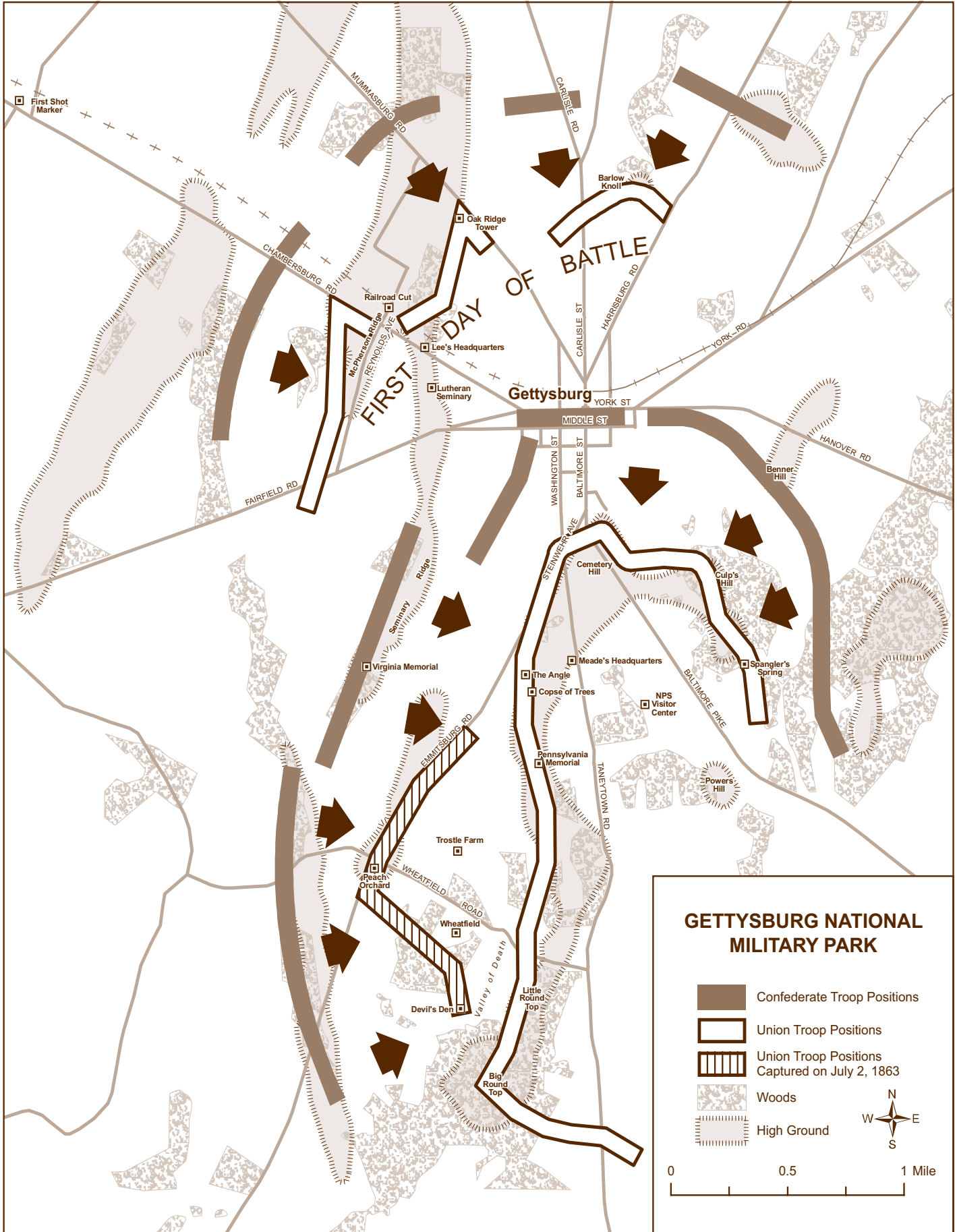
*Completion Time: 15 minutes,
Point Value: 1*

Your answers can be found in the Visitor Center museum galleries, the Cyclorama Experience or from your Auto Tour knowledge.

- A. High Water Mark
- B. General Meade
- C. Seminary Ridge
- D. Solid Shot
- E. Rebels
- F. Fishhook
- G. Canister
- H. Flag
- I. Yankees
- J. Cemetery Ridge
- K. Swale
- L. General Lee
- M. Flank
- N. Regiment
- O. Hardtack
- P. The Angle

★ CREATE YOUR OWN AUTO TOUR

Completion Time: 90 minutes, Point Value: 4



MY Auto Tour of Gettysburg National Military Park

Select 3-5 of the objects featured in the Battlefield Object Discover activity (pages 8-10) and mark their approximate original battlefield locations on the map, OR select 3-5 of your favorite monuments or viewscapes on the battlefield and mark their approximate locations on the map. Designate the recommended order of your tour stops on the map by numbering 1, 2, 3, 4 and 5, and then on the lines below, explain each of your stop locations to the person taking your tour.

STOP #1: _____

Here you will see _____

It is interesting and important because _____

STOP #2: _____

Here you will see _____

It is interesting and important because _____

STOP #3: _____

Here you will see _____

It is interesting and important because _____

STOP #4: _____

Here you will see _____

It is interesting and important because _____

STOP #5: _____

Here you will see _____

It is interesting and important because _____

★ **NATIONAL PARK
RANGER PROGRAM –
FIELD EXPLORATIONS**

*Completion Time: 30 to 60 minutes,
Point Value: 2*

Check for a schedule of ranger-guided walks and talks on the battlefield or special museum presentations. Attend any program and answer the following questions.



Which program did you attend?

Park Ranger signature

Date

List three things you learned by attending this program:

1.

2.

3.





★ MONUMENTS – *DECODING THE MESSAGE*

Completion Time: 45 minutes, Point Value: 2

There are about 1300 monuments, markers and memorials in the park; each is unique and tells a unique story or provides a unique message. You may use the Monuments application in the Museum Resource Center to help you select a specific monument, but please visit your chosen monument out on the field in order to complete this activity.

Pick a monument that you would like to decode.

1. Who is the monument remembering or honoring?

2. Where is it located? (What day of the battle was fought there? What street or hill or ridge is it near?)

3. How would you describe its overall shape and size?

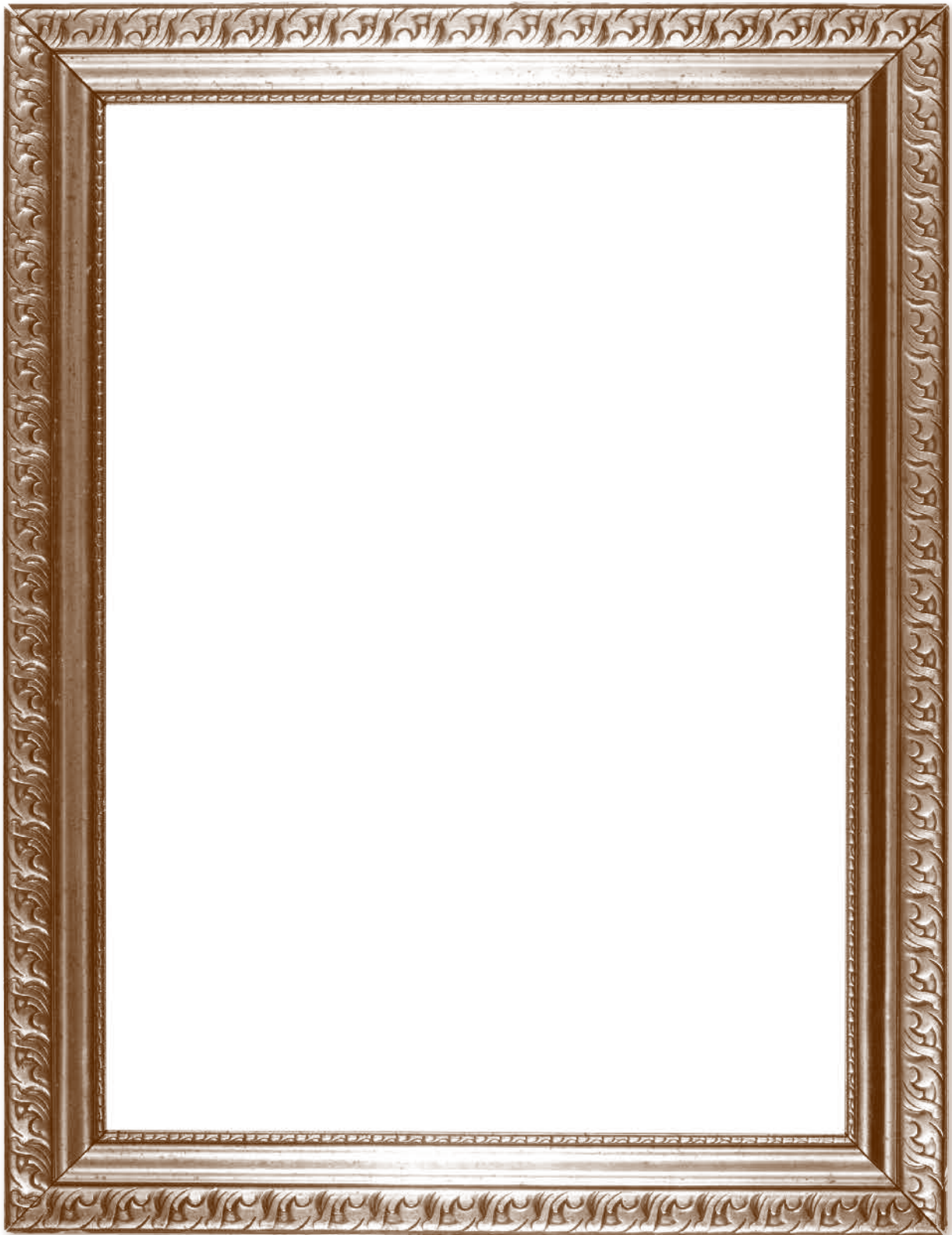
4. What other symbols are on it (moon, star, American eagle, etc.)?

5. What words are on it? What are some of the things it says?

6. The people who put up the monument were trying to say something to all future generations – to you! Decode their message by looking through your answers above. What do you think they wanted us to know about them and about the battle?



Draw a sketch of the monument here as best you can.

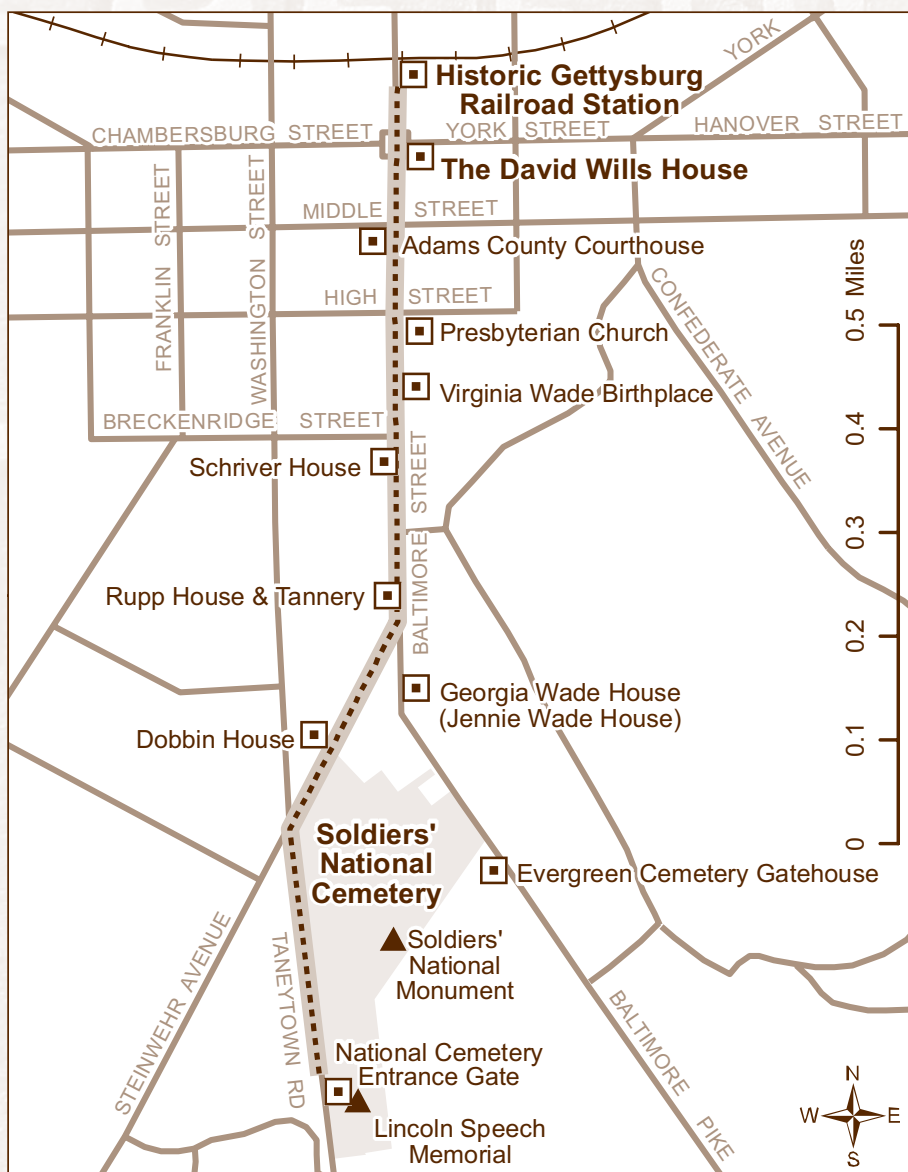




LINCOLN'S PATH ACTIVITIES

Ask the park ranger at the Gettysburg National Military Park Museum and Visitor Center about the best way to see these sights, where to park, and what the hours of operation are during the time of year that you are visiting.

"Lincoln's Path" Activities include the Historic Gettysburg Railroad Station, the David Wills House, and the Soldiers' National Cemetery – everywhere that President Lincoln went when he visited Gettysburg after the battle. One or two of them can be done for their individual point values, but if you complete all 3 – exploring all parts of Lincoln's Gettysburg path – you will earn a higher total of 7 points.



★ TRAIN STATION – LINCOLN ARRIVES

Completion Time: 30 minutes, Point Value: 1

This station was an important and busy place in the town of Gettysburg. It opened in the late 1850s when the railroad first arrived here, and it changed the way people traveled and the way that farmers and businesses shipped their goods. Trips that once took days to travel now only took a matter of hours. After the battle of Gettysburg, this station transported many things and people to and from the town; you will learn about some of these things with this activity.

In the 1860s the telegraph was the fastest mode of communication. Telegraphs use wires and electrical signals of dots and dashes to send messages in what is called Morse code. At one time messages ran right down the tracks to the telegraph office in Gettysburg.

Use the Morse code below to decipher messages sent to Gettysburg in 1863.

1. $\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$

2. $\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$

3. $\frac{1}{2} \times \frac{3}{4} = \frac{1 \times 3}{2 \times 4} = \frac{3}{8}$

Based on the messages you decoded what are three things the train station was used for from July to November 1863?

Morse code

A	■ ■
B	■ ● ● ●
C	■ ● ● ■
D	■ ● ●
E	●
F	● ● ● ■
G	■ ■ ●
H	● ● ● ●
I	● ●
J	● ■ ■ ■
K	■ ● ■
L	● ● ● ●
M	■ ■
N	■ ●
O	■ ■ ■
P	● ■ ■ ●
Q	■ ■ ● ■
R	● ■ ●
S	● ● ●
T	■
U	● ● ■
V	● ● ● ■
W	● ■ ■
X	■ ● ● ■
Y	■ ● ■ ■
Z	■ ■ ● ●
0	■ ■ ■ ■ ■
1	● ■ ■ ■ ■
2	● ● ■ ■ ■
3	● ● ● ■ ■
4	● ● ● ● ■
5	● ● ● ● ●
6	■ ● ● ● ●
7	■ ■ ● ● ●
8	■ ■ ■ ● ●
9	■ ■ ■ ■ ■



★ THE DAVID WILLS HOUSE – LINCOLN'S EVENING

Completion Time: 60 minutes, Point Value: 2, Fee

Gettysburg Compiler

You are a reporter for the Gettysburg Compiler newspaper, covering the arrival of President Lincoln in November of 1863, including his stay at the Wills' home. Use the space below to take notes for your article. Remember that good newspaper articles answer the questions of "who, what, where, when and why"?

WHO was David Wills? List 3 facts you learned about him and his family.

WHERE are you? List 2 things your readers might want to know about the house, inside or outside?"

WHEN was this house important? List 1 important fact about Gettysburg after the battle.

WHAT's your story? List 2 things important about November 19, 1863.

WHY was the Wills' house and/or Lincoln's visit important and newsworthy?

★ Describe or draw the room where President Lincoln stayed, or circle the word in the following pairs of words that best describes the room.

dim *or* bright

crowded *or* roomy

colorful *or* not colorful

large *or* small

warm *or* cold

fancy *or* plain

comfortable *or* uncomfortable

clean *or* messy

quiet *or* noisy

formal *or* informal

Sketch a picture of the outside of the Wills House to use with your article.





LINCOLN'S PATH ACTIVITIES

★ SOLDIERS' NATIONAL CEMETERY – LINCOLN'S SPEECH

Completion Time: 60 minutes, Point Value: 3

Drive to the Soldiers' National Cemetery, park and enter the cemetery on foot through the Taneytown Road gate. As you walk along in Lincoln's footsteps, you will encounter four kinds of monuments – or structures created or placed to remember a person or event: the Lincoln Speech Memorial; the Soldiers' National Monument; cannon carriages; and cemetery gravestones.

LINCOLN SPEECH MEMORIAL – This monument was built to remember President Lincoln's great speech – the Gettysburg Address. A man named Edward Everett also spoke on November 19, 1863, and his speech was two hours long.

How long was President Lincoln's speech? _____

Read Lincoln's speech, printed on the monument, with your family or group. Then, match the vocabulary words on the left to their meanings on the right.

SET 1	
four score	freedom
conceived	idea
liberty	80
proposition	begun

SET 2	
engaged	make sacred
endure	involved
dedicate	last
hallow	set aside

SET 3	
detract	for no reason
devotion	loyalty
in vain	disappear
perish	take away

SOLDIERS' NATIONAL MONUMENT – Further along the upper walk, you will come to this monument. The statue at the top is "Liberty". Below are photographs of the four figures around the sides of the monument; these figures were not real people, but rather they represent big and important ideas about our country.

Draw a line from each item to the figure nearest it. Then, attempt to correctly label each figure as **History** or **War** or **Plenty** or **Peace**. Which figure and which item are your favorites? Why did the artist include this item?



rifle
drum
fruit basket
pumpkin

laurel wreath
pulleys
bedroll
sword

wheat
artillery shell
cogwheels
uniform

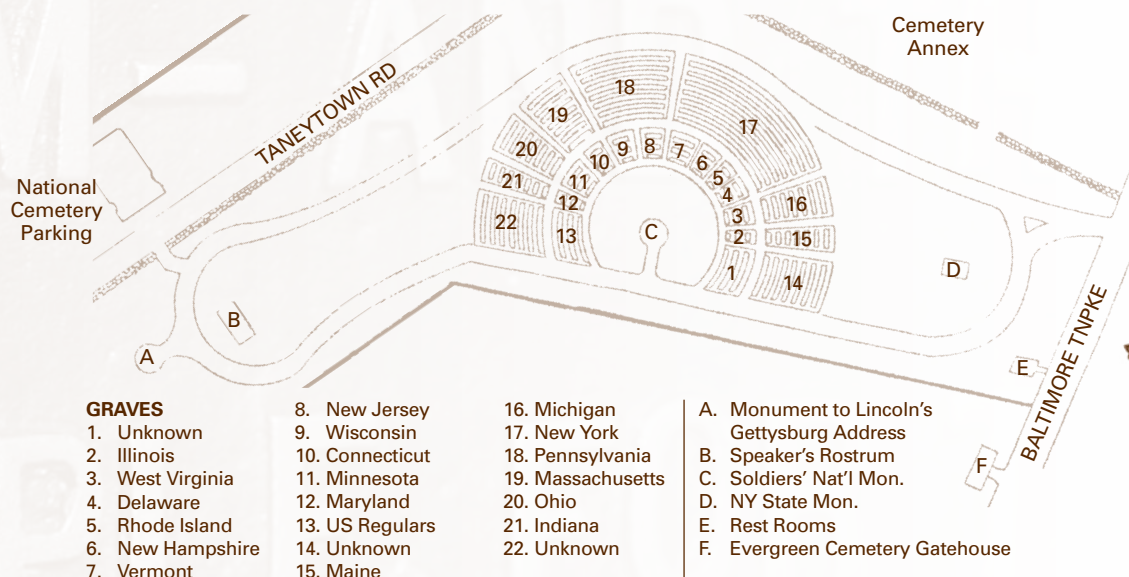
corn stalks
pen
hammer
book

anchor
writing tablet
steam engine
cannonballs

bugle
pyramid and
palm tree

Visit one of the **CANNON** inside this cemetery. **Please remember that these are artifacts and are not safe to lean or sit on.** The tubes or barrels on these cannon were made during the war, and if you look closely inside the barrel, you can tell the **year** it was made, as well as its official **number**. Write down these markings here.

During the battle, which side (Union or Confederate) fought from this hill?



GRAVESTONES –

Now go to the semi-circle of Civil War gravestones. **Please be careful not to step on these gravestones.** Using this map, walk to the larger granite marker in front of the plot of graves from YOUR state, and if your state is not represented, walk to the plot of the U.S. Regulars (#13).

Over 3,300 soldiers who died at the battle of Gettysburg were buried here, and the cemetery and monuments were designed so that future generations (you!) would not forget “what they did here”. Record the number of soldiers buried in this plot, and write down and remember one of their names.

BATTLEFIELD BINGO



Completion Time: 60 minutes, Point Value 1

You will need an Auto Tour Map and a parent or group leader to drive along the 24-mile route. Find the buildings, monuments and objects pictured. Put an X on each as you find them. When you have 5 in a row or in a column, you have BATTLEFIELD BINGO!



CONGRATULATIONS TO

_____ who has successfully completed the requirements to become _____
in the Junior Ranger Program at Gettysburg National Military Park, and has learned about the park,
the Battle of Gettysburg, the Civil War, and the responsibilities of a Junior Ranger.

Park Ranger

Date





Ford Motor Company Fund

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